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ABSTRACT

The Department of Educational Administration, Higher Education, and Educational Research at the University of North Carolina at Greensboro (UNCG) uses the practicum in educational administration at the master's degree level as its primary vehicle in preparing school administrators. After listing and responding to the most frequent criticisms of the practicum program, this document reports the findings from a survey of 38 institutions with graduate programs in educational administration nationwide, of which 13 were in North Carolina. Twenty-eight responses (66%) were collected. The purpose of the survey was to determine how these colleges and universities conduct the practicum, in order to guide the Department of Educational Administration at UNCG in its plans to improve and extend its own practicum program. The survey instrument included four sections, of which the first three requested the same information, respectively, about each institution's Master's Degree, Ed.S. Degree (or equivalent), and Ed.D. degrees in educational administration. Section IV consisted of two general questions on how the practicum programs differ from each other and on whether additional information would be useful. General findings, conclusions, and recommendations are enumerated, and then results for each item of the survey are reported in detail. (TE)

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The Practicum in Educational Administration:

Still Useful But Major Changes Are Needed

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December, 1988

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Professors involved in college and university graduate-level programs to prepare prospective school administrators wrestle constantly with the question of how best to do the job. One aspect of this question concerns how to prepare prospective school administrators well in both the theoretical and the practical aspects of school administration.

Many colleges and universities turn to the practicum or internship as a way to prepare prospective school administrators in the practical aspects of school administration. The Department of Educational Administration, Higher Education and Educational Research at The University of North Carolina at Greensboro (UNCG) uses the Practicum in Educational Administration at the master's degree level as its primary vehicle to prepare prospective school administrators in the practical aspects of being a school administrator.

The Practicum is a three semester hour required course taken during the last six hours of the master's degree program. Students spend a minimum of 150 clock hours working in one or more schools under the direct supervision of a mentor who is a practicing school administrator. The Practicum supervisor, a professor in the Department, works with the student and the mentor to set up the Practicum experience; and, several times during the Practicum, meets with the student and the mentor, and with students alone in an evening group situation.

CRITICISMS OF THE PRACTICUM

Practicum graduates and their mentors have voiced two major

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criticisms concerning the Practicum:

1. Students need at least one long block of time during which they spend 100% of their time working at the Practicum. An hour here and an hour there do not make possible the kinds/quality of experiences that students need in order to be ready to be school administrators.
2. The experiences often provided to students cover the very routine aspects of the school administrator's job and never get to the most demanding and key-to-success part of the job--the ability to provide effective leadership to a variety of individuals and groups in a variety of situations.

RESPONSE TO CRITICISMS

The Practicum supervisor took three steps during the 1987-88 academic year to begin to respond to criticisms of the Practicum:

1. The Practicum is designed to cover one semester. However, often students were unable to complete the required 150 clock hours of guided experiences during the semester. This was particularly true for students who held full-time teaching positions (as do the bulk of the people enrolled in the Practicum). Therefore, Practicum experience was extended to allow students to complete the work in a single semester, in a combination summer/fall experience, or in a combination spring/summer experience.
2. A survey of the Practicum was undertaken. Ensuing sections of this paper include both selected and detailed survey findings.
3. The Practicum Guide (Runkel, 1988) was extensively revised for the 1988-89 academic year. The Guide outlines the Practicum purposes and requirements. Revisions of the Guide resulted from ideas gained from the Practicum survey; from suggestions of Practicum mentors, other school administrators, fellow professors, and past and present Practicum students; and from the supervisor's experiences as a school principal and school superintendent.

The major revisions were to require a block of concentrated time spent in the Practicum and to be more specific as to activities to be included in the Practicum. In the Summer 1988, all students approved for the Fall 1988 Practicum, and who were not currently in administrative positions, were placed in extended block-of-time situations. Further revisions may be made for the 1989-90 academic year.

SELECTED PRACTICUM SURVEY FINDINGS

Survey Purposes--The purposes of the practicum survey were:

1. To determine how a representative sample of colleges and universities with graduate level programs in educational administration conduct the practicum.
2. To use the survey findings to help the Department of Educational Administration at UNCG improve its practicum in educational administration at the M.Ed. level.
3. To help the Department determine whether or not additional practica should be added to its Ed.S. and Ed.D. Programs in Educational Administration.

Methodology--All North Carolina institutions with graduate level programs in educational administration and a representative sample of institutions of higher education throughout the United States were included in the Survey.

How to select a representative sample? An article by William Georgiades, Dean of the College of Education, University of Houston-University Park, provided the answer. (Georgiades, 1987, p.4)

Georgiades was interested in examining the impact of research upon educational practice. He found conflicting assumptions as to how best to determine this impact. One school of thought assumed that colleges of education "that have attracted faculty members with lengthy scholarship records have the greatest influence on education practice." (Georgiades, p.4)

A different school of thought assumed that the most significant

colleges of education (COE's) "are those whose faculties publish in journals and textbooks read by practitioners." (Georgiades, p.4)

Georgiades concluded, "it is possible that the rankings of COEs are more frequently based on the impact of researchers on other educational researchers rather than on the impact of research on education practitioners." Georgiades felt that school administrators were most responsible for the improvement of quality in our schools. Therefore, he sought to determine who writes the articles most frequently read by school administrators. Georgiades reviewed research and surveyed directors of leading professional associations. He found that school administrators most often read five journals: *Phi Delta Kappan*, *Educational Leadership*, *The Principal*, *The School Administrator*, and *The NASSP Bulletin*. (Georgiades, p.4)

The 25 most productive research faculties of colleges of education as measured by the number of articles published (1979-1983) in the five journals were in rank order:

- Indiana University, Bloomington
- Stanford University
- University of California, Los Angeles
- University of Illinois, Chicago Circle
- University of Illinois, Urbana-Champaign
- University of Wisconsin, Madison
- Harvard University
- Loyola University, Chicago
- University of Connecticut
- University of Houston-University Park
- Michigan State University, East Lansing
- University of Missouri, Kansas City
- Ohio State University
- University of South Florida
- North Texas State University
- University of Florida
- University of Texas, Austin
- University of Pittsburgh
- Texas Tech University
- Texas A&M University
- Arizona State University
- University of California, Berkeley
- University of Georgia
- University of Massachusetts
- University of Minnesota (Georgiades, p.4)

The representative sample for the practicum survey included 38

institutions of higher education; the 25 listed immediately above for a national perspective and the 13 institutions in North Carolina with graduate level programs in educational administration for state comparisons:

Appalachian State University
 East Carolina University
 Fayetteville State University
 Gardner-Webb College
 North Carolina A&T State University
 North Carolina Central State University
 North Carolina State University
 Pembroke State University
 University of North Carolina at Chapel Hill
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro
 University of North Carolina at Wilmington
 Western Carolina University

A survey instrument designed to collect data on specific questions was submitted to the eight members of the Department of Educational Administration at UNCG for review and suggested revisions. The instrument was also reviewed by four practicing administrators. Revisions were made as indicated and the survey was mailed.

Results--Thirty eight institutions of higher education were included in the survey; 13 were located in North Carolina; the other 25 came from the colleges of education identified by Georgiades.

Ten of the 13 institutions in North Carolina (77%), and 15 of the 25 institutions outside of North Carolina (60%) responded to the survey. A total of 25 of the 38 institutions (66%) responded to the survey.

See Table 1 for the institutions surveyed and for the response pattern.

The survey instrument included four sections. Sections I, II, and III requested the same information, respectively, about each institution's Master's Degree in Educational Administration, Ed.S. Degree or its equivalent (6th Year Degree) in Educational Administration, and Ed.D. Degree in Educational Administration. Section IV was composed of two general questions. (1)

Table 1

Response Pattern Of The 25 Institutions Responding to the Survey

Institution	Offer Practicum		
	M.Ed.	Ed.S.	Ed.D/Ph.D.
National Institutions			
U. of Calif., Los Angeles	X		X
U. of Connecticut		X	X
U. of Florida	X	X	X
U. of Georgia	X	X	X
U. of Illinois, Chicago	X		X
U. of Indiana	X	X	X
Loyola U. (Chicago)	X	X	X
Michigan State U.	X	X	X
U. of Minnesota	X	X	X
U. of Missouri, Kansas City	X	X	X
North Texas State U.	X		X
U. of Pittsburgh	X		X
U. of South Florida	X	X	X
Texas Tech U.	X		X
U. of Wisconsin	X	X	X
North Carolina Institutions			
East Carolina University	X	X	
Fayetteville State Univ.	X		
Gardner-Webb College	X		
North Carolina, Chapel Hill	X	X	X
North Carolina, Charlotte	X	X	
North Carolina, Greensboro	X	X	X
North Carolina State U.	X	X	X
North Carolina, Wilmington	X		
Pembroke State U.	X		
Western Carolina Univ.	X	X	

Table 2

Selected Results Of Sections I,II,III Of The Survey

(Results Reported As Percentages Based on the 25 Responding Institutions)

	M.Ed.	Ed.S.	Ed.D.
1. Offered the _____ Degree in Educ. Admin.	96	64	72
2. Offered the practicum	92	60	48
3. Required the practicum	76	40	28
4. Used the words "practicum" or "internship" in the practicum course title	84	44	24
5. Awarded 2 or 3 semester hours of credit for successful completion of the practicum	56	28	24
6. Offered the practicum in both the fall and spring semesters	80	44	32
7. Offered the practicum in the summer session	36	20	16
8. Required the practicum either at the end or toward the end of required coursework	60	20	16
9. Practicum site chosen on three-way basis involving student, administrator mentor, and practicum supervisor	64	20	24
10. Administrator mentor chosen on same three-way basis as reported in #9 above	48	16	16
11. Less than 100 clock hours required under mentor's supervision	16	16	4
12. 101-199 clock hours required under mentor's supervision	44	0	4
13. 200 or more clock hours required under mentor's supervision	8	8	8
14. Practicum supervisor required to visit practicum site 1 to 3 times	60	24	20
15. "Satisfactory/Unsatisfactory" used for grades	28	16	16
16. "Letter Grades" used for grades	52	24	16

Selected results of Sections I, II, and III of the Survey are reported in Table 2 for the 25 institutions which responded.

Section IV requested answers to two questions:

1. "How Do The Practicums Differ From Each Other If You Have Them At More Than One Of The Three Levels Noted Previously?"

Only one response was repeated (4 times): the M.Ed. practicum was oriented toward the school building level while the Ed.S. or Ed.D. practicum was oriented toward the school district level.

2. "If You Feel That Additional Information Would Be Useful, Please Add It Below Or Attach It To This Survey."

Eighteen universities responded. There was no commonality in the responses.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

1. A majority of the departments of educational administration surveyed see a practicum as a part of the required program at all levels of graduate degree work. However, the content of the practicum varies considerably from department to department and from graduate degree program to graduate degree program within the same department.

Further, as students move from the M.Ed. level to the Ed.S. level and on to the Ed.D. level they are less likely to find a practicum as a required part of their program.

2. Despite the "lip-service" given to the importance of the practicum, departments, in practice, appear to assign minor importance to the practicum experience. Usually the practicum consists of a single 2 or 3 semester hour course in a total program of 30 or 40 hours at the M.Ed. level or of 60 or more hours at the Ed.D. level.

Practicum supervisors typically only visit with students and their mentors two or three times during the practicum. In fact, supervisors appear to place greater stress upon

keeping a log, seminars which they conduct, and written reports than upon making certain that the practicum includes quality experiences in working effectively in actual on-the-job situations.

3. There is less emphasis on practicum experiences in the Ed.D. than in the M.Ed. and Ed.S. This is probably to be expected, since many Ed.D. candidates already have a) the lower degrees and their required practica, and b) considerable experience in administration. Additionally, students at the Doctorate level may be preparing for careers other than administration in schools.

Conclusions

1. The practicum appears to have changed little over the years and to be almost an after-thought in many university preparation programs. The author bases this statement upon the information obtained by this Survey, upon his observations of the practicum programs he dealt with as a school administrator in California, Ohio and New York; upon his observation of UNCG's and other practicum programs in North Carolina; and upon the comments of the 75 to 100 students involved in practicum programs with whom he talked/worked during the years he served as a school administrator and/or college professor.
2. Apparently, school administrator organizations and other observers of school administration have reached similar conclusions. The American Association of School Administrators (AASA), the National Association of Secondary-School Principals (NASSP), state education departments, legislatures, and others have either developed their own administrator training programs or have called for radical reform in the training of school administrators.

Heller, Conway and Jacobson (1988) reported recently on their second annual survey of American school executives. "Fewer than 10 percent of administrators call graduate school the most beneficial part of their training, compared with

more than 50 percent of superintendents and their deputies (and more than two-thirds of principals) who say their on-the-job training was the most useful." (p.19) Heller, et al. (p.19) also note that respondents were not referring to a practicum when they talked about on-the-job training since approximately two-thirds of them had never participated in a practicum or internship.

Recommendations

1. Departments of educational administration should provide two areas of concentration (Note carefully, we are talking about areas of concentration here, not about tracks.) in their educational administration programs. One area would be for those students whose goal is to teach educational administration at the university level. The second area would be for those students whose goal is to practice educational administration at the elementary and secondary level, or at the higher education level.

The major difference in the two areas of concentration would be that the program for students whose goal is to teach educational administration at the university level would contain more work in theory and research and less work in field internships than would the program for students whose goal is to practice educational administration.

2. Departments should require that all professors spend time in schools with school administrators and other personnel in order to make sure that a) they know what is actually going on in schools, b) they know how school administrators spend their time and why, c) they experience first-hand the dichotomy between how their departments say that school administrators should spend their time and how school administrators are often forced by real-life demands to spend their time, and d) they see first-hand the results of the rapid societal changes which are forcing schools to spend increasing time and resources upon problems arising from such factors as many mothers working outside the home, from drugs

and alcohol, from the increasing numbers of single parent families, and from the increasing numbers of students raised in a "non-work ethic" situation.

3. Departments should enter into working arrangements with selected high quality school systems whereby:
 - a. Professors whose major responsibility is in the preparation of practicing school administrators should be required to periodically spend a semester paired with a school administrator in a job switch situation where the professor assumes the duties of the school administrator and the administrator assumes the duties of the professor.
 - b. Professors conduct applied research needed by the school systems with graduate students used as research assistants. An essential part of the research should be to train school system administrators to see the importance of conducting regular research projects and to train them how to do this.
 - c. The departments and the school districts work together to improve the quality of the administrator preparation programs. Districts agree to provide paid or partially paid leaves for promising administrator trainees; departments improve their administrator training programs by upgrading their own in-service training programs.
4. Departments should develop study councils to work cooperatively with school districts in the immediate geographical area to provide services from the university to the school districts.
5. Departments should enlist the support of school districts in their efforts a) to obtain the resources needed to ensure that the departments have the people and other kinds of resources needed to provide the services needed by the school districts they serve, and b) to enable the departments to provide the theoretical and practical kinds of education and research required to serve the university, the department, the region, the state, and the nation.

6. The practicum, perhaps with a variety of emphases, should be required at all levels of graduate study in school administration for those students whose goal is to work as practicing school administrators. The practicum should be developed jointly by the university and by school districts served by the university. Practicum supervisors should have recent experience as practicing school administrators. The practicum experience should require a long block of uninterrupted time under the immediate supervision of carefully selected school administrators. Common experiences with situations encountered by all school administrators should be included as well as selected experiences based on the strengths, weaknesses, and interests of the students.
7. The medical school model should be adapted to the practicum. This would mean, as the student moves from the M.Ed. Program to the Ed.D. Program that the balance of preparation should switch from in-the-classroom study to on-the-job practice so that the majority of the student's work at the Ed.D. level (not including the dissertation which would be retained) would be clinical in nature.

Make no mistake! The clear message has been amplified by the actions of state education agencies and of professional associations. Either universities revise their preparation programs for school administrators to ensure that these programs prepare the new breed of administrators needed today or these preparation programs will wither on the vine to be replaced by administrator training programs developed outside of the universities.

DETAILED SURVEY RESULTS

38 institutions of higher education were included in the survey; 13 were located in North Carolina; the other 25 came from the previously listed colleges of education identified by William Georgiades. 10 of the 13 institutions in North Carolina (77%), and

15 of the 25 institutions outside of North Carolina (60%) responded to the survey. A total of 25 of the 38 institutions (66%) responded to the survey. See Table 1 for the institutions surveyed and for the response pattern.

The survey instrument included four sections. Sections I, II, and III concerned, respectively, the Master's Degree in Educational Administration, the Ed.S. Degree or its equivalent (6th Year Degree) in Educational Administration, and the Ed.D. Degree in Educational Administration. The same information was requested in each of these sections. Section IV was composed of two general questions.

The results of the Survey are reported below by section. Where percentages are used, they have been rounded off to the nearest full percent. This means that there will be instances in which the total percentage for an item will not be 100%. Readers should note that percentages have been calculated on a different basis than the percentages reported in Table 2.

Hereafter, the institutions of higher education will be referred to as universities for the sake of uniformity in reporting.

Section I--Master's Degree in Educational Administration

Item 6--Do You Offer A Master's Degree In Educational Administration?

24 of the 25 responding universities, or 96%, offered a Master's Degree in Educational Administration. 24 universities will be used hereafter in Section I in calculating percentages.

Item 7--Does It Include A Practicum Or Something That Would Correspond To The Practicum?

23 of the 24 universities offering the Master's Degree, or 96%, offered the practicum or something that would correspond to the practicum.

Item 8--Circle Following As Appropriate: Required Elective

18 of the 24 universities, or 75%, required the practicum. Two universities, or 8%, offered the practicum on an elective basis. One university, or 4%, did not offer the practicum. Three universities, or 13%, did not answer this item.

Obviously, the practicum is considered by most universities to be an essential part of the M.Ed. Program in Educational Administration.

Item 9--Title Of Practicum

23 universities offered a practicum. (See Item 7.) There were 24 titles because one university listed two practica. 13 different titles were listed for the practicum as follows:

Internship in Educational Administration-listed 6 times
 Internship & Seminar--Administration-listed 4 time
 Practicum in Educational Administration-listed 4 times
 Directed Field Experience
 Administrative Internship-Supervised Practicum
 Practicum or Internship
 Critical Experience Seminar
 Elementary Practicum
 Secondary Practicum
 Internship in Supervision
 Internship-Elementary Principalship
 Internship-Secondary Principalship
 Administrative Apprenticeship

Clearly, the key words are "internship" and "practicum" since they appeared in 21, or 88%, of the titles.

Item 10--Number Of Semester Hours Of Credit

14 of the universities, or 58%, gave 3 hours of credit for completion of the practicum. Three, or 13%, gave 6 hours of credit. Two, or 8%, gave 3 to 12 hours of credit. One, or 4%, gave 1 hour of credit. One, or 4%, gave 1 to 6 hours of credit. One, or 4%, gave 2 to 6 hours of credit. Two, or 8%, did not

answer this item.

79% of the universities gave at least 3 semester hours of credit for the practicum with no university giving more than 12 semester hours of credit.

Item 11--When Offered? (Circle As Appropriate) Fall Spring Summer

100% of the universities offered the practicum in both the fall and spring semesters. Nine, or 38%, also offered the practicum in the summer.

Item 12--At What Point In The M.Ed. Program Is The Practicum Offered? (Circle As Appropriate) After All Other Required Courses During Last Six Hours Of Program Other (Specify When)

Six of the universities, or 25%, required the practicum during the last six hours of the M.Ed. Program. Five, or 21%, required the practicum toward the end of the M.Ed. Program. Four, or 17%, required the practicum after all required courses for the M.Ed. Program had been completed. One, or 4%, required the practicum after 15 hours of required coursework had been completed. One, or 4%, said that students did the practicum "as appropriate." One, or 4%, required the practicum during the last 12 hours of the program. One, or 4%, required the practicum after nine hours of required coursework had been completed. One, or 4%, allowed students to do the practicum when the instructor gave permission to do it. Four, or 17%, did not answer this item.

63% of the universities required the practicum be taken during the last six hours of the Program, toward the end of the Program, or after all required Program courses had been completed.

Item 13--Prerequisites To Taking Practicum (Other Than Previously Mentioned Items)

Four responses were received as follows:

Approval by university advisor and supervising administrator

Preceding courses in administrative specialty
 Completion of certain specified courses
 After specified core courses in educational administration

Item 14--Identify Restrictions, If Any, On Number Of Semester Hours Which May Be Taken Along With the Practicum

Three of the universities, or 13%, said students could take a maximum of 6 semester hours along with the practicum. Seven, or 29%, allowed a maximum of three hours. Five, or 21%, placed no restrictions on the number of hours that could be taken along with the practicum. Nine, or 38%, did not answer this item.

Item 15--How Is The Location In Which The Practicum Takes Place Chosen?

16 of the universities, or 67%, said that the location was chosen on a three-way basis, involving the student, the administrator mentor, and the practicum supervisor (university professor). Three, or 13%, said that the student's school district was designated as the location. One, or 4%, said the location was determined by the practicum supervisor and by the student's district. One, or 4%, said that the student was required to go to multiple sites. One, or 4%, said that the student chose the location. Two, or 8%, did not answer this item.

67% of the universities said that the practicum location was chosen on a three-way basis involving the student, the administrator mentor, and the practicum supervisor.

Item 16--How Is The School Administrator Mentor Chosen?

12 of the universities, or 50%, said that the school administrator mentor was chosen on a three-way basis, involving the student, the school administration, and the practicum supervisor. One, or 4%, said that the mentor must be certified and able to provide the required service. One, or 4%, said the mentor was chosen by the student. One, or 4%, said the mentor was chosen by the student's school district and by the practicum supervisor.

One, or 4%, said that the mentor was chosen by the student's superintendent or her/his designee. One, or 4%, said the mentor was chosen by the practicum supervisor. Seven, or 29%, did not answer this item.

Item 17--Number Of Required Clock Hours Under Mentor's Supervision

One of the universities, or 4%, required 40 hours. One, or 4%, required 60-80 hours. One, or 4%, required 80 hours. One, or 4%, required 90 hours. Two, or 8%, required 100 hours. Two, or 8%, required 120 hours. One, or 4%, required 140 hours. One, or 4%, required 144 hours. Two, or 8%, required 150 hours. (However, one of the two reduced the required hours to 45 if they were in a single block of time.) Two, or 8%, required 180 hours. Two, or 8%, required 200 hours. One, or 4%, reported that the required hours varied. One, or 4%, required the equivalent of one course. Six, or 25%, did not answer this item.

Obviously, there was no common number of clock hours required for the practicum.

Item 18--Number Of Required Visits To Practicum Site By Professor(s)

Four of the universities, or 17%, required one visit to the practicum site. Five, or 21%, required two visits. Five, or 21%, required three visits. One, or 4%, required 4 visits. One, or 4%, required one or two visits. One, or 4%, required two to four visits. One, or 4%, required monthly visits. Two, or 8%, did not require a specified number of visits but did expect a visit or visits. Four, or 17%, did not answer this item.

58% of the universities required the practicum supervisor to visit the practicum site from one to three times.

Item 19--Grading System (Circle As Appropriate)Satisfactory/Unsatisfactory Letter Grade Numerical GradeOther (Please Explain)

13 of the universities, or 54%, used letter grades. Seven, or 29%, awarded a Satisfactory or Unsatisfactory grade. One, or 4%, used Pass or Fail. Three, or 13%, did not answer this item.

54% of the universities used letter grades in the practicum.

Item 20--Other Practicum Requirements (Please Remember That The Reader Will Probably Not Be Familiar With Your Program)

17 universities responded as follows:

East Carolina--Attendance at monthly seminars. Completion of required activities. Monthly log.

Fayetteville State--Must attend 8 seminar sessions on campus.

Must complete and write an action-research paper.

Gardner-Webb--Required areas of involvement included:

Personnel selection/development/management (Selection process/criteria for filling vacancy. Individual staff member development. Grade level or department involvement. Performance appraisal). Curriculum planning. Public relations. Financial planning. Student case study, planning, coordination. Computer utilization. Pupil personnel program Communications. Transportation. Buildings and grounds. Written assignments. Daily log. Student case study. Problem or project study. Report of involvement with teacher group.

Georgia--Outline objectives and tasks.

Illinois at Chicago--Ten page report. One hour seminar presentation in person before administrative faculty.

Loyola--Seminars with other students and university faculty member every other week during the semester. Written, structured report on progress, leadership role, side effects and next steps. Serves as basis of seminar discussions and analyses.

Minnesota--Experiential and weekly seminar. Keep log.

North Carolina at Chapel Hill--Advanced seminar and supervised internship in educational administration.

North Carolina at Charlotte--Must attend bi-weekly seminars. Keep activity log. Must develop a comprehensive, in-depth project.

North Carolina at Greensboro--The required 150 hours includes around 24 hours in the use of the North Carolina Teacher Performance Appraisal Instrument, around 24 hours in student discipline including in-school and out-of-school suspensions, and around 24 hours in dealing with various kinds of people-to-people problems. Also includes a number of other specified activities designed to give the student practice in the kinds of problems or situations or reports that are regularly encountered by principals. Keep a log. Attend a specified number of evening sessions.

North Carolina State University--A contract is negotiated between student and school mentor. It contains several requirements and a few options.

North Carolina at Wilmington--Literature review in each category.

North Texas State--An internship for the master/midmanagement certification which is a 45 semester hour program. Also have an internship which is required for the superintendency certification which is in addition to the master's level internship. Superintendency certification requires 15 hours in addition to the 45 hour mid-management certification.

South Florida--Complete filling out instrument used by the graduate student during the internship.

Texas Tech--Study/experience projects on specified topics (about 15) as cooperatively developed by student, mentor, and professor, plus one major project.

Western Carolina--Check list, diary, and paper summarizing the internship. Cannot complete the entire internship in

school where employed.

Wisconsin at Madison--Practicum program not required for a degree. Apprenticeship option involves 150 clock hours in a school site and a series of class sessions that focus on the expressed needs of the students. Internship option involves at least one-half time but most are full time assistants or first year administrators (mostly principals). Act as regular administrators but under the supervision of a licensed administrator. Meet for a full day session monthly.

While a number of "other practicum requirements" were listed, three requirements were mentioned the most frequently: to attend seminars (9 times), to complete written assignments (7 times), and to keep a log (five times).

Item 21--What Are The Goals And/Or Expected Outcomes For The Practicum?

20 universities responded as follows:

East Carolina--To provide supervised on-the-job work experience and to allow interns to discuss administrative practices during seminars.

Fayetteville State--To practice in a real situation what has been learned in the theory classes.

Gardner-Webb--Required areas of involvement included:

Personnel selection/development/management (Selection process/criteria for filling vacancy. Individual staff member development. Grade level or department involvement. Performance appraisal). Curriculum planning. Public relations. Financial planning. Student case study, planning, coordination. Computer utilization. Pupil personnel program. Communications. Transportation. Buildings and grounds. Written assignments. Daily log. Student case study. Problem or project study. Report of involvement with teacher group..

Georgia--A combination of academic and job based experiences.
 Illinois at Chicago--Learning how to apply conceptual content of administration courses to real-life hands-on situations.

Indiana--Socialization. Application of leadership model to a site administration. Demonstration of critical leadership and manager skills.

Loyola--Analysis of leadership strategies of each student including giving and receiving criticisms of one's own and fellow students' performance as a leader.

Minnesota--Learn from the experience and insights of practicing administrators and apply knowledge and procedures in school organization environments.

Missouri at Kansas City--Acquiring administrative, managerial and leadership competencies.

North Carolina at Chapel Hill--Increase knowledge of the issues affecting American public elementary/secondary education. Develop an understanding of the responsibilities and duties of various school administrators. This relates particularly to the school building administrator. Increase administrative confidence and performance skills.

North Carolina at Charlotte--Demonstrate an understanding and applicability of organizational theory and the effects that various human behaviors have on the internship environment. Demonstrate an understanding of the role of the school administrator and its relationship to the overall school program. Develop and demonstrate the ability to analyze and act in decision making situations. Develop an awareness of the interactions of the school administrator in the educational setting. Demonstrate the ability to synthesize the various educational theories and experiences into a leadership style. Develop and demonstrate competencies in the various helping skills necessary to be a successful administrator. Demonstrate an

understanding of the various social forces acting on a school administrator.

North Carolina at Greensboro- Learn to apply administrative theory to practice. Be exposed to as many as possible problems/situations faced by the building principal, and learn how to successfully handle the problems/situations faced by the building principal. Find out how successfully the student will perform in real life situations.

North Carolina State University--These are individually determined and are spelled out in the contract. They are based on student weaknesses.

North Carolina at Wilmington--Building level view.
Identification of range of issues facing principal.

North Texas State--Relate didactic instruction and practice and to provide for guided administrative experience in a protected environment.

Pembroke State--The internship affords the student an opportunity as a participating learner to demonstrate competencies in appropriate roles.

South Florida--To acquire as many experiences as possible in a short period of time.

Texas Tech--Familiarity with major aspects of mid-management or superintendent roles.

Western Carolina--The intern should be thoroughly familiar with the operation of a school.

Wisconsin at Madison--Provide candidates for degrees in educational administration and administrator certification opportunities to gain practical experience in the day-to-day administration and operation of educational institutions. Enable the student to carry out specific responsibilities requiring leadership and communication skills, under the guidance of a supervising administrator and university sponsor. Provide the student with a broad range of participant-observer opportunities.

Provide the student with an opportunity to understudy competent education leaders. Provide practitioners and professors and students an opportunity to engage in meaningful dialogue concerning the study and improvement of educational administration.

A number of "goals /expected outcomes" were listed for the practicum. The most common responses were practice in real life or on-the-job situation (9 responses), translate theory into practice (6 responses), and demonstrate leadership skills (6 responses).

Section II--Educational Specialist Degree Or Its Equivalent (6th Year Degree) In Educational Administration

Item 22--Do You Offer An Ed.S. Degree, Or Its Equivalent (6th Year Degree), In Educational Administration?

15 of the 25 responding universities, or 60%, offered an Ed.S. Degree or its equivalent in Educational Administration. 15 universities will be used hereafter in Section II in calculating percentages.

Item 23--Does It Include A Practicum Or Something That Would Correspond To The Practicum?

13 of the 15 universities, or 87%, offered the practicum or something that would correspond to the practicum. Of these, two of the universities reported that the practicum was optional.

Item 24--Circle Following As Appropriate: Required Elective

Eight of the universities, or 53%, required the practicum. One, or 7%, offered the practicum on an elective basis. Six, or 40%, did not answer this item.

It would appear that the practicum is considered to be an essential part of the Ed.S. Program in Educational Administration.

Item 25--Title Of Practicum

The 13 universities that offered the practicum reported nine titles as follows:

Internship in Educational Administration--listed four times
 Practicum in Educational Administration--listed two times
 Internship Seminar
 Clinical Experience Seminar
 Advanced Seminar and Supervised Internship in Educational
 Administration
 Culminating Experience--Administration
 Internship in Educ. Admin. II
 Internship in Central Office Administration
 The Superintendency Internship

Clearly, the key words were "internship" and "practicum" since they appeared 11 times in the 13 responses.

Item 26--Number Of Semester Hours Of Credit

Two of the universities, or 13%, gave two hours of credit for the practicum. Five, or 33%, gave three hours of credit. Two, or 13%, gave six hours of credit. One, or 7%, gave one to six hours of credit. One, or 7%, gave three to six hours of credit. Four, or 27%, did not answer this item.

46% of the universities gave 2 or 3 hours of credit.
 None gave more than 6 hours of credit.

Item 27--When Offered? (Circle As Appropriate) Fall Spring Summer

11 of the universities, or 73% offered the practicum in both the fall and spring semesters. Four, or 27%, did not answer this item.

Five, or 33%, also offered the practicum in the summer.

Item 28--At What Point In The Ed.S. Program Is The Practicum Offered: (Circle As Appropriate) After All Other Required Courses During Last Six Hours Of Program Other (Specify When)

Three of the universities, or 20%, required the practicum after

all required courses were completed. One, or 7%, required the practicum during the last six hours of coursework. One, or 7%, required the practicum after 15 semester hours of course work were completed. One, or 7%, required the practicum toward the end of the program. One, or 7%, required the practicum as appropriate. One, or 7%, required the practicum during the last 12 hours of coursework. One, or 7%, required the practicum when the practicum supervisor gave her/his permission. Six, or 40%, did not answer this item.

Item 29--Prerequisites To Taking Practicum (Other Than Previously Mentioned Items)

Four responses were received as follows:

Must currently be in an administrative position and have two years of administrative experience

Highly desirable that participants currently hold an administrative position

After completing three specified courses

After completing specified courses in educational administration

Item 30--Identify Restrictions, If Any, On Number Of Semester Hours Which May Be Taken Along With The Practicum

Three of the universities, or 20%, said students could take a maximum of three hours along with the practicum. One, or 7%, allowed a maximum of six hours. Four, or 27%, placed no restrictions on the number of hours. Seven, or 47%, did not answer this item.

Item 31--How Is The Location In Which The Practicum Takes Place Chosen?

Five of the universities, or 33%, said that the location was chosen on a three-way basis, involving the student, the supervising mentor, and the practicum supervisor (university professor). One, or 7%, said that the practicum supervisor chose the location. Two,

or 13%, said that the student's school district chose the location. One, or 7%, said that the student chose the location. One, or 7%, said that selected field sites were used. Five, or 33%, did not answer this item.

Item 32--How Is The School Administrator Mentor Chosen?

Four of the universities, or 27%, said that the school administrator mentor was chosen on a three-way basis, involving the student, the supervising mentor, and the practicum supervisor (university professor). One, or 7%, said that the student and the school district superintendent chose the mentor. Two, or 13%, said that the student chose the mentor. One, or 7%, said that the practicum supervisor chose the mentor. Seven, or 47%, did not answer this item.

Item 33--Number Of Required Clock Hours Under Mentor's Supervision

One, or 7%, said that no clock hours under the mentor's supervision were required. One, or 7%, said that three clock hours were required. One, or 7%, said that 80 hours were required. One, or 7%, said that 90 hours were required. One, or 7%, said that 200 hours were required. One, or 7%, said that 216 hours were required. Two, or 13%, said that the number of required hours varied. Seven, or 47%, did not answer this item.

Obviously, there was no common number of clock hours required for the practicum.

Item 34--Number Of Required Visits To Practicum Site By Professor(s)

Three of the universities, or 20%, required one visit to the practicum site. One, or 7%, required two visits. One, or 7%, required three visits. One, or 7%, required one or two visits. One, or 7%, did not require any visits. Eight, or 53%, did not answer this item.

41% of the universities required the practicum supervisor to visit the practicum site from one to three times.

Item 35--Grading System (Circle As Appropriate)

Satisfactory/Unsatisfactory Letter Grade Numerical Grade
Other (Please Explain)

Four of the universities, or 27%, awarded a Satisfactory or Unsatisfactory grade. Six, or 40%, used letter grades. Five, or 33%, did not answer this item.

Item 36--Other Practicum Requirements (Please Remember That The Reader Will Probably Not Be Familiar With Your Program)

Nine universities responded as follows:

East Carolina--Attend five seminars at the State Department of Public Instruction. Attend two seminars at a central office location. Attend one State Board of Education meeting. Attend four local board of education meetings. Culminating activity of program is a comprehensive field study report directed by a faculty advisor.

Georgia--Outline objectives and tasks.

Loyola--Meet in seminars with other students and a university faculty member every other week during semester. Written, structured report on progress, leadership role, side effects, and next steps. Serves as basis of seminar discussions and analyses.

Michigan State--Triad meetings of student, faculty member, mentor practitioner. Keep log.

Minnesota--Experiential and weekly seminar. Keep log.

North Carolina at Charlotte--Attend bi-weekly seminar. Keep activity logs. Submit written (major) projects.

North Carolina State University--Must have a central office focus.

Western Carolina--Must complete check list. Maintain a diary. Write a summary.

Wisconsin at Madison--Keep daily log. Provide university sponsor with reports as required. Attend four seminars each semester.

While a variety of "other practicum requirements"

were listed, three requirements were mentioned the most frequently: attend seminars (5 times), keep a log (5 times), and submit written reports (4 times).

Item 37--What Are The Goals And/Or Expected Outcomes For The Practicum?

11 universities responded as follows:

Connecticut--To put theory into some sort of relationship with practice. To determine whether student has the basic competencies to be an administrator. To meet certification requirements.

East Carolina--Provide on-the-job work experience within an elementary or secondary school setting in order to provide competencies sufficient for entering into an administrative Level I position. Develop entry level skills in school organization and administration, superintendent-principal relations, curriculum planning and organization.. Supervision of instructional programs. Scheduling. Administration of professional personnel. Management of non-professional personnel. Performance based evaluation of personnel. Administration of pupil personnel testing and guidance. Administration of pupil accounting systems and records. School-community relations. Supervision of special services and student activities. Make a contribution in area of action research by making a study of a problem area of importance to the administration. Weekly log. Attend scheduled seminars. Professional reading program. Large and small group discussions. Additional other materials.

Georgia--A combination of academic and job-based experiences.

Loyola--Analysis of leadership strategies of each student.

Includes giving and receiving criticisms of one's own and fellow students' performance as a leader.

Michigan State--Usually tailored to the professional goals of each participant.

Minnesota--Write for handbook if details desired.

Missouri at Kansas City--Acquiring administrative-managerial and leadership competencies.

North Carolina at Chapel Hill--Increase their knowledge of the issues effecting American public elementary-secondary education. Develop an understanding of the responsibilities and duties of various school administrators. Increase administrative confidence and performance skills. Increase their knowledge of how to conduct a research inquiry into a particular administrative problem at the district level.

North Carolina at Charlotte--An internship at the system level for a minimum of one academic semester or extended summer term. An internship based, action research project.

North Carolina State University--Contained in contract. Determined individually.

Western Carolina--To become thoroughly familiar with the superintendency.

Minnesota--Write for handbook if details desired.

Missouri at Kansas City--Acquiring administrative-managerial and leadership competencies.

North Carolina at Chapel Hill--Increase their knowledge of the issues effecting American public elementary-secondary education. Develop an understanding of the responsibilities and duties of various school administrators. Increase administrative confidence and performance skills. Increase their knowledge of how to conduct a research inquiry into a particular administrative problem at the district level.

North Carolina at Charlotte--An internship at the system level for a minimum of one academic semester or extended summer term. An internship based, action research project.

North Carolina State University--Contained in contract. Determined individually.

Western Carolina--To become thoroughly familiar with the superintendency.

Section III--Ed.D. Degree in Educational Administration

Item 38--Do You Offer An Ed.D. Degree In Educational Administration?

14 of the 25 responding universities, or 56%, offered an Ed.D. Degree in Educational Administration. (One also offered the Ph.D. Degree in Educational Administration.) Two, or 8%, did not offer the Ed.D. Degree but did offer the Ph.D. Degree in Educational Administration. 16 universities will be used hereafter in Section III in calculating percentages.

Item 39--Does It Include A Practicum Or Something That Would Correspond To The Practicum?

12 of the universities, or 75%, offered the practicum or something that would correspond to the practicum. Of these, two of the universities reported that the practicum was optional. Four, or 25%, did not answer this item.

Item 40--Circle Following As Appropriate: Required Elective

Seven of the universities, or 44%, required the practicum. Three, or 19%, offered the practicum on an elective basis. Two, or 13%, did not offer the practicum. Four, or 25%, did not answer this item.

The practicum is seen as an important part of the Ed.D. Degree Program in Educational Administration by a majority of the universities offering the Ed.D. Degree.

Item 41--Title Of Practicum

The 12 universities that offered the practicum reported eight titles as follows:

- Career Planning Component
- Practicum in Administration
- Lab and Field Experience in Administration
- Internship Seminar
- Clinical Experience Seminar
- Internship in Educational Administration II

Superintendency Internship

Internship in Educational Administration

Clearly, the key words continued to be "internship" and "practicum" since they appeared in five of the eight responses.

Item 42--Number Of Semester Hours Of Credit

Six of the universities, or 38%, gave three hours of credit for the practicum. One, or 6%, gave six hours of credit. One, or 6%, gave zero to nine hours of credit. One, or 6%, gave one to nine hours of credit. One, or 6%, said that the amount of credit given varied. Six, or 38%, did not answer this item.

Item 43--When Offered? (Circle As Appropriate) Fall Spring Summer

Eight of the universities, or 50% offered the practicum in both the fall and spring semesters. Eight, or 50%, did not answer this item.

Four, or 25%, also offered the practicum in the summer.

Item 44--At What Point In The Ed.D. Program Is The Practicum Offered? (Circle As Appropriate) After All Other Required Courses During Last Six Hours Of Program Other (Specify When)

Two of the universities, or 13%, required the practicum after all required courses were completed. Two, or 13%, required the practicum toward the end of the program. Two, or 13%, required the practicum when appropriate. One, or 6%, required the practicum around the mid-point of the program. One, or 6%, required the practicum after six hours of coursework were completed. Eight, or 50%, did not answer this item.

Item 45--Prerequisites To Taking Practicum (Other Than Previously Mentioned Items)

One response was received as follows:

Required courses in Policy Analysis--Administrative sequence.

Item 46--Identify Restrictions, If Any, On Number Of Semester Hours Which May Be Taken Along With The Practicum

Two of the universities, or 13%, said students could take a maximum of six semester hours along with the practicum. Three, or 19%, placed no restrictions on the number of hours. Eleven, or 69%, did not answer this item.

Item 47--How Is The Location In Which The Practicum Takes Place Chosen?

Six of the universities, or 38%, said that the location was chosen on a three-way basis, involving the student, the supervising mentor, and the practicum supervisor (university professor). One, or 6%, said that the practicum supervisor chose the location. One, or 6%, said that the student's school district chose the location. Eight, or 50%, did not answer this item.

Item 48--How Is The School Administrator Mentor Chosen?

Four of the universities, or 25%, said that the school administrator mentor was chosen on a three-way basis, involving the student, the supervising mentor, and the practicum supervisor (university professor). One, or 6% said that the student chose the mentor. One, or 6%, said that the school district and the practicum supervisor chose the mentor. One, or 6%, said that the superintendent of the student's district, or his designee, chose the mentor. Nine, or 56%, did not answer this item.

Item 49--Number Of Required Clock Hours Under Mentor's Supervision

One of the universities, or 6%, said that 140 clock hours under the mentor's supervision were required. One, or 6%, said that 80 to 100 clock hours were required. Two, or 13%, said that 200 clock hours were required. Two, or 13%, said that the number of required clock hours varied. One, or 6%, said that 150 to 225 clock hours were required. One, or 6%, said that three quarters of work were required. Eight, or 50%, did not answer this item.

Obviously, there was no common number of clock hours required for the practicum.

Item 50--Number Of Required Visits To Practicum Site By Professor(s)

One of the universities, or 6%, required one visit to the practicum site. Two, or 13%, required two visits. One, or 6%, required three visits. One, or 6%, required one or two visits. Eleven, or 69%, did not answer this item.

Item 51--Grading System (Circle As Appropriate)
Satisfactory/Unsatisfactory Letter Grade Numerical Grade
Other (Please Explain)

Four of the universities, or 25%, awarded a Satisfactory or Unsatisfactory grade. Four, or 25%, used letter grades. One, or 6%, awarded a Pass or a Fail. Seven, or 44%, did not answer this item.

Item 52--Other Practicum Requirements (Please Remember That The Reader Will Probably Not Be Familiar With Your Program)

Five universities responded as follows:

Illinois at Chicago--Self evaluation of performance.

Written report.

Loyola--Meetings in seminars with other students and university faculty member every other week during semester. Written, structured report on progress, leadership role, side effects, and next steps. Served as basis of seminar discussions and analyses.

Minnesota--Participate in a weekly seminar. Keep daily log.

North Carolina State University--Must have a central office focus.

Texas Tech--Study/experience projects on specified topics (about 15) as cooperatively developed by student, mentor and professor plus one major project.

Only two "other practicum requirements" were listed more than once: projects/reports (3 times), and seminars (2 times).

Item 53--What Are The Goals And/Or Expected Outcomes For The Practicum?

Eight universities responded as follows:

Illinois at Chicago--Learning skills of research methods, college-level teaching, or administration at principal or superintendent level.

Loyola--Analysis of leadership strategies of each student (Including giving and receiving criticisms of one's own and fellow students' performance as a leader).

Minnesota--To learn from the experience and insights of practicing administrators. To apply knowledge and procedures in school organization environments.

North Carolina at Chapel Hill--Increase their knowledge of the issues effecting American public elementary-secondary education. Develop an understanding of the responsibilities and duties of various school administrators. Increase administrative confidence and performance skills. Increase their knowledge of how to conduct a research inquiry into a particular administrative problem at the district level.

North Carolina State University--Contained in contract. Determined individually.

North Texas State--To relate didactic instruction and practice. To provide for guided administrative experience in a protected environment.

Pittsburgh--Integrating data based analysis with practical application of leadership skills.

Texas Tech--Familiarity with major aspects of mid-management or superintendent's role.

Section IV--Other Questions

Item 54--How Do The Practicums Differ From Each Other If You Have Them at More Than One Of The Three Levels Noted Previously?

10 universities responded as follows:

East Carolina--The master's level initial internship

aimed to provide on-the-job work experience within an elementary or secondary school setting. The objective was to assist the intern in developing competencies sufficient for entering into an administrative Level I position. A Level I Administrator was defined as one who performed administrative duties on a school-wide basis and normally included assistant principals and principals. The second master's level internship was designed to enhance the experiences the learner received in the previous internship practicum. It allowed the interns to discuss the practical application of theoretical concepts learned during the graduate program of studies. The Ed.S. level initial internship sought to build on the competencies gained by the administrator in his experiences in a position as principal, assistant superintendent, superintendent or similar position. The purpose of the internship was to prepare top-level public school administrators. The second Ed.S. level internship sought to synthesize the competencies identified in the literature with those used in practical application.

Georgia--They did not differ.

Illinois at Chicago--Doctoral level practicum had 3 options; masters level only one.

Loyola--Degree of sophistication and insight in the seminar settings with emphasis on ANALYSIS, not mere reporting.

Michigan State--Each was specifically tailored on need.

Minnesota--Normally only one internship would be taken; almost always at Educational Specialist or PhD/EdD level.

Missouri at Kansas City--Practicum in the student's school; internship at the central office

North Carolina State--M.S. school oriented; 6th year and Ed.D. district oriented.

North Texas State--Mid-management internship almost always experienced at the building level while the superintendency internship almost always at the central office level

Texas Tech--Internship or appropriate experience was pre-requisite to advanced study. Only 3 semester hours required.

Only 1 response was repeated (4 times): the M.Ed. practicum was oriented toward the school building level while the Ed.S. or Ed.D practicum was oriented toward the school district level.

Item 55--If You Feel That Additional Information Would Be Useful, Please Add It Below Or Attach It To This Survey

18 universities responded as follows:

California at Los Angeles--Did not respond to the practicum questionnaire. Instead sent the 9-30-87 *Announcement of the UCLA Graduate School of Education*. Difficult to dig out the information requested on the questionnaire.

East Carolina--Enclosed specific information on EDAD 6991--Administrative Internship, Supervised Practicum, Levels I and II, and on EDAD 6992--Administrative Internship, Seminar, Levels I and II. Level I interns are required to purchase an *Intern Manual* which provided readings and required activities. This served as a framework for the conduct of monthly seminars.

Florida--Stated that, "Florida state public school certification has vested internships as a responsibility of public schools, not universities. We are currently trying to figure out what this new twist means for our programs."

Gardner-Webb--Enclosed syllabus for Internship in Administration.

Indiana University--Enclosed outline of school administration mentor and internship program, draft statement dated 12-7-87.

Illinois at Chicago--Each of four required administration courses at master's level required 10 hours of on-site observation of a principal or superintendent on the job. This ethnographic examination of the administrator's job

performance was summarized in a paper for each course.

Loyola--There was a major difference at Loyola in a Practicum (3 credit hours, perhaps 8-12 hrs. per week of experience for course credit) and an internship (6 hrs. credit, minimum of 32 hrs. per week on the job experience). Responses provided referred only to the practicum.

Michigan State--Funded research study just completed regarding guidelines for practicum and internship experiences. For further information contact Dr. Samuel Moore, Professor, Educational Administration, 404 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Minnesota--Enclosed a *Draft Copy of Field Experiences in Educational Administration*. For further information contact Coordinator of Field Experiences, Department of Educational Policy and Administration, 275 Peik Hall, University of Minnesota, 159 Pillsbury Drive S.E., Minneapolis, MN 55455.

Missouri at Kansas City--Enclosed copies of pre-registration forms for Educ. 574A--Administrative Practicum and for Educ. 575A--Administrative Internship.

North Carolina at Charlotte--Enclosed materials on ADS 6490--Internship and Seminar: Administration.

North Carolina at Greensboro--Enclosed copy of *The Practicum in Educational Administration: A Guide for Students, Mentors, and Instructors*.

North Carolina State--Enclosed a sample contract.

North Texas State--The internship at both of the levels described above were not required for the degree and in fact credits for them could be applied toward any degree. They were required by the state for administrative certification. In Texas the mid-management certification is generic, i.e., it makes the holder eligible for any public school administrative position except that of superintendent of schools.

Pittsburgh--Did not respond directly to the practicum questionnaire. Instead submitted a 41 page document dated

1-21-88 which described the Academic Programs in the Department of Administrative and Policy Studies. Tried to dig out the information requested on the questionnaire. South Florida--Enclosed a memorandum on the administrative practicum (internship) from the administrative intern supervisor to USF graduate students and principals of receiving schools.

Western Carolina--Enclosed outlines for EDAD
684--Principal's Internship, Elementary; EDAD
685--Principal's Internship, Secondary; and EDAD
783--The Superintendency Internship.

Wisconsin--Included a letter of explanation of the two practicum programs offered at Wisconsin. Also included *Departmental Policies for Practicums*, and certification program materials.

FOOTNOTES

- (1) Persons interested in obtaining copies of the Survey instrument may obtain it by writing to Dr. James A. Runkel, Department of Educational Administration, 223 Curry, University of North Carolina at Greensboro, Greensboro, NC 27412-5001.

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